

# Brooke Weston Trust – Job Families

## Job Evaluation Questionnaire

### Job title

Educational Healthcare Assistant

### General Questions

Please describe in one or two sentences the purpose of your job?

Following training and assessment of competency, to work as part of the wellbeing team to provide nursing support and deliver healthcare intervention and administer medicine to students within the student population.

What are the main tasks/duties/responsibilities of your job?

- |    |   | % of time |
|----|---|-----------|
| 1. | Administering medication for mainstream and unit provision students.  |           |
| 2. | Provision of advice to students on physical/mental health issues i.e. sex education (which involves carrying out tests) |           |
| 3. | Liaison with parents/carers over medical needs of students and administering of medication.                             |           |
| 4. | Liaison with external agencies – postholder may refer students to external agencies for specialist advice and support.  |           |
| 5. | First Aid responsibilities.   |           |

Roughly, what percentage of time do you spend on each?

	Main tasks/duties/responsibilities	% of time
1	Administering medication for mainstream and unit provision students.	40%
2	Provision of advice to students on physical/mental health issues i.e. sex education (which involves carrying out tests)	25%
3	Liaison with parents/carers over medical needs of students and administering of medication.	10%
4	Liaison with external agencies – postholder may refer students to external agencies for specialist advice and support.	10%
5	First Aid responsibilities	15%

Are there any tasks/duties which you do occasionally, or at a certain time of the year? If yes, please list and state how often you do them.

	Occasional tasks	How often you do them
1	Attending meetings (annual review meetings for SEN students)	Annual As and when required
2	Attending training	As and when required throughout the year

1. What knowledge is needed to be able to do your job properly under the listed headings and how is the knowledge normally acquired?		
Type of knowledge	What knowledge needed and for what purpose	How normally acquired
E.g. Procedural	Processing an order for stationery	On the job instruction and experience – minimum 1 year
(1) Literacy and numeracy	<b>Numeracy skills required for administering medicine i.e. calculations for quantities of medicine to administer. Literacy skills required for updating student records, reviewing reports for students, email communication with parents/carers/external agencies.</b>	<b>GCSE English and maths</b>
(2) Procedural (e.g. procedures instructions for carrying out tasks)	<b>All procedures involved in administering drugs i.e. procedure for gastrostomy feeding, administering insulin for diabetic students, procedure for securing and locking away any medication, administering controlled drugs (ADHD)</b>	<b>Experience – minimum 1 year Specialist training with qualified medical professional (i.e. school nurse)</b>
(3) Equipment (e.g. machines, tools, instruments)	<b>Equipment for administering medication – needles, gastrostomy equipment, emergency oxygen, emergency medication (epipens)</b>	<b>Specialist training with qualified medical professional (i.e. school nurse) Experience – minimum 1 year</b>
(4) Administrative systems	<b>All Microsoft Office applications (word, excel, outlook) Maintaining daily drugs chart (using word)</b>	<b>On the job training</b>
(5) Organisational (e.g. own and other sections/departments), including arrangements and policies	<b>Detailed knowledge of own department. Awareness of wellbeing department and wider school policies.</b>	<b>Experience – minimum 1 year Safeguarding/wellbeing training</b>
(6) Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	<b>Administering medication First Aid</b>	<b>Specialist training with qualified medical professional (i.e. school nurse)</b>
(7) Other languages and cultures		

(8)	Other, please specify		
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Mental Skills			
This measures what analytical, problem solving and judgement skills you need to do the job. It also looks at creativity and development skills, design, handling people, developing policies and procedures and planning and strategy.			
<b>1.</b>	In the boxes below, give 2 examples of decisions or recommendations you make, or problems you solve, on a day to day, or regular, basis.		
Example 1			
<b>When students are refusing to turn up to the office to take their medication (i.e. diabetics requiring insulin) postholder will have to take the decision to collect them from class. Postholder may be required to deal with poor behaviour, taking actions to deescalate where necessary.</b>			
Example 2			
<b>Postholder will make recommendations for students with health issues – i.e. referring a student to access hydrotherapy based on their individual needs, making contact with external providers to help source access to that treatment.</b>			
<b>2.</b>	In the box below, give an example of the most difficult or important decisions or recommendations you make or problems you solve.		
<b>Taking the decision to administer emergency medication (i.e. students suffering with epilepsy with other complex medical issues, such as respiratory issues).</b>			
How often do you expect to take a decision or solve a problem of this type (e.g. once a month, twice a year?)			
<b>1</b>	times per	<b>Week</b>	
<b>3.</b>	Do you ever have to interpret or analyse information or situations in order to make a decision or recommendation, or to solve a problem?		
No	<input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/>
		Give an example in the box below:	
Example of decision / recommendation / problem:			
<b>A student with severe diabetes, very high sugar levels, and can be disruptive in class</b>			
Indicate nature and complexity of information / situation:			
<b>Complex situation as the student also has behavioural issues which teachers are trying to manage. Student also does not turn up to receive medication and can obstruct test results to determine usage of insulin required.</b>			
How do you interpret or analyse the information / situation?			
<b>Postholder has to modify and change dosage depending on sugar levels, being wary of the student's attempts to manipulate the test results. Postholder has regular communication with parents so they are aware of the situation. Teachers are also advised of the medical issues which explain behavioural issues. Postholder makes themselves available to provide advice for teachers and mentoring for the student.</b>			

<b>4.</b>	What are the requirements of your job for creative or developmental skills (in the broadest sense e.g. designing a page layout, working out how to deal with a difficult client, drawing up a new policy or procedure?)		
Please rank the following statements according to how typically they apply to the job (1 = most typical, 2 = next most typical etc.) Leave blank any statements which do not apply.			
	The work is designed in such a way that creative and developmental skills are not necessary		
	The work requires creative skills for solving straightforward problems		
<b>1</b>	The work requires creative and developmental skills for solving varied problems		
<b>2</b>	The work requires creative and developmental skills for solving difficult problems		
	The work requires creative and developmental skills for producing innovative solutions to major problems.		
Give an example for the option you have marked 1, as being most typical			
<b>Most typical problems to resolve are where students refuse to take medication. Regular dialogue with student to build relationship, regular discussion with parents and teachers to help facilitate.</b>			
<b>5.</b>	Does your work require you to plan ahead or organise for the future?		
No <input type="checkbox"/>	Go to the next question		
Yes <input checked="" type="checkbox"/>	What period do these planning/organising activities mainly cover? (NB: please note the period over which planning activities take place, not the time-scale for what is planned)	Short term (days, up to weeks) <input checked="" type="checkbox"/> Medium term (months, up to a year) <input type="checkbox"/> Long term (more than a year) <input type="checkbox"/>	
Please give a typical example below:			
<b>Ordering medication from parents for the school which can be stored on site.</b> <b>Ordering First Aid equipment and supplies.</b> <b>Preparing First Aid and medical kits for student residentials/visits</b>			
<b>6.</b>	Are any other forms of mental skill required for your job? If so, please list them below and explain what purposes you require them for.		
Mental Skill		Purpose required for	

## Interpersonal and communication skills

This factor looks at the context, complexity and nature of the subject matter to be communicated; and the context, form, process and potential difficulty of the actual interaction with the recipient(s).

<b>1.</b>	Tick the boxes below to show which forms of interpersonal and communication skills are needed for your job. Say what each is used for and with whom they are used.	
Form of skill		Used for and with whom
<i>Example: Caring Skills</i>	<input checked="" type="checkbox"/>	Providing personal services to clients in their homes
<i>Example: Caring Skills</i>	<input checked="" type="checkbox"/>	Assessing client's care needs
<i>Example: Negotiating Skills</i>	<input checked="" type="checkbox"/>	Negotiating tender contract details
Caring skills	<input checked="" type="checkbox"/>	<b>Caring for students through providing advice/support/medical attention, parents/carers and staff</b>
Training skills	<input type="checkbox"/>	
Team working skills	<input checked="" type="checkbox"/>	<b>Working alongside the school nurse, with external agencies, working with staff across the school</b>
Motivational/team leading skills – includes own staff	<input type="checkbox"/>	
Advising, guiding skills	<input checked="" type="checkbox"/>	<b>For students and parents/carers, for staff to advise on students in their class</b>
Persuading, influencing skills	<input checked="" type="checkbox"/>	<b>For students to persuade them to take medication and providing guidance/advice on medical conditions</b>
Counselling skills	<input checked="" type="checkbox"/>	<b>Counselling for students</b>
Conciliating skills	<input type="checkbox"/>	
Advocacy skills	<input checked="" type="checkbox"/>	<b>Advocate on behalf of students at annual review meetings, other meetings as requested</b>
Negotiating skills	<input type="checkbox"/>	
Oral (spoken) communication skills	<input checked="" type="checkbox"/>	<b>With staff, students, parents/carers, external agencies</b>
Written communication skills	<input checked="" type="checkbox"/>	<b>Updating student records, emails, writing reports</b>
Oral presentation skills	<input type="checkbox"/>	
Other interpersonal or communication skills	<input type="checkbox"/>	
<b>2.</b>	Are you required to use a language (oral or written) other than English?	
No	<input checked="" type="checkbox"/>	Go to the next question
Yes	<input type="checkbox"/>	Complete the table below

Language	Used to communicate with.	Used for.
<b>3.</b>	Are you required to use any form of recognised sign language?	
No <input type="checkbox"/>	Go to the next section – Physical Skills	
Yes <input checked="" type="checkbox"/>	Complete the table below	
Form of sign language	Used to communicate with	Used for
<b>British Sign Language</b>	<b>Students who require medication</b>	<b>Communicating with students who have medical needs</b>

## Physical skills

This measures the physical skills required to do the job, including finger dexterity, hand-eye co-ordination of limbs and sensory co-ordination.

<b>1.</b>	Tick 1 box to indicate the keyboard skills needed for your job:		
Required		Used for.	
Not required, or 2-finger operation with no time constraints	<input type="checkbox"/>		
Precision required, keyboard used for some aspects of work	<input checked="" type="checkbox"/>	<b>Updating student records, sending emails</b>	
Precision and speed, keyboard skills integral to main duties	<input type="checkbox"/>		
Considerable precision and speed, keyboard skills e.g. for data input	<input type="checkbox"/>		
<b>2.</b>	Tick 1 box to indicate whether driving skills are needed for your job, and state the nature and complexity of the vehicle driven.		
Required		Nature of Vehicle	Purpose of driving
Not required (other than for driving to and from work)	<input checked="" type="checkbox"/>		
Normal driving skills e.g. for travel between work locations	<input type="checkbox"/>		
Other driving skills e.g. for specialist vehicles/plant	<input type="checkbox"/>		
<b>3.</b>	Are there any other forms of physical skill (dexterity, co-ordination or sensory skills) required for your job (e.g. for operating equipment, machinery or tools for preparing food)?		
No	<input checked="" type="checkbox"/>	Go to the next section – Initiative and Independence	
Yes	<input type="checkbox"/>	Complete the table below	
Skill	Used for		Precision / Speed
E.g. Dexterity	Peeling, chopping vegetables		Economical use, portion control, restricted time



## Initiative and Independence

This factor looks at how independent you have to be within your job. This takes into account the nature and level of supervision of the jobholder, the level and degree of direction and guidance provided by policies, precedents, procedures and regulations, and whether the jobholder works on their own or with others.

1.	How do you know what you should be doing each day? Explain briefly below:	
<b>Postholder generally sets own agenda for the day. Set routine of medicine to administer for regular students on a daily basis, chasing up students who have not turned up at the office. Other ad hoc requests will occur throughout the day for paracetamol etc. School nurse will have oversight of routines on an annual basis.</b>		
2.	What instructions, procedures, policies, legislation, govern you work? Explain briefly below:	
<b>Medication procedures set by the school nurse (NHS professional). The overall framework is set by the NHS which postholder adheres to. Postholder operates under the school policies.</b>		
3.	Give 2 examples of problems or decision you would deal with yourself, without reference to a supervisor or manager.	
Example 1		
<b>When a student approaches the postholder for advice on a sexual health issue, postholder will listen to the concerns and signpost them to the appropriate agency for more specific support and guidance.</b>		
Example 2		
<b>The postholder has authority to send a student home if they are unwell due to their medical conditions.</b>		
4.	Give 2 examples of problems or decisions you would refer to your supervisor or manager:	
Example 1		
<b>Where there is a disclosure of a safeguarding nature, this is referred to a senior manager or member of the wellbeing team (without breaking confidentiality clause).</b>		
Example 2		
<b>When a pharmacy label with prescription drugs does not match the name of the student this will be referred to a senior colleague to confirm if the medication should be administered (i.e. did the student have a previous surname).</b>		
5.	What form(s) of direction, management or supervision do you receive, from whom and how often?	
	Form of direction etc.	From whom (job title)
		How often (times per week)
	E.g. Regular team meetings	Supervisor – Senior Social Worker
		Every 2 weeks

<b>School nurse</b>	<b>Oversees routines and procedures</b>	<b>Annual review Visits once per week</b>
<b>Catch up meetings with line manager</b>	<b>Line manager (Vice Principal)</b>	<b>As and when required</b>
<b>Performance management</b>	<b>Line manager (Vice Principal)</b>	<b>Annually</b>
<b>Wellbeing team meeting</b>	<b>Line manager (Vice Principal) and members of the wellbeing team</b>	<b>Weekly</b>

## Physical Demands

This question establishes the normal physical demands which are placed on anyone doing the job.

<b>1.</b>	Does your job require you to sit in a fixed or constrained position (e.g. sitting at a computer keyboard or in a vehicle driving seat, standing at a drawing board)?			
No	<input checked="" type="checkbox"/>	Go to the next question		
Yes	<input type="checkbox"/>	For what purposes?		
		How long do you have to maintain this position at any one time?		
		And how often?		times per
<b>2.</b>	Does your job involve any other physical demands?			
No	<input checked="" type="checkbox"/>	Go to the next section – Mental Demands		
Yes	<input type="checkbox"/>	Go to the next question		
<b>3.</b>	Does your job require periods of standing and walking beyond normal movement between indoor working area?			
No	<input checked="" type="checkbox"/>	Go to the next question		
Yes	<input type="checkbox"/>	For what purposes?		
		How long are these periods of standing and walking?		
		And how often do they occur?		times per
<b>4.</b>	Does your job require lifting and/or carrying of items or equipment (beyond light office materials, such as pens, pencils and limited quantities of paper)?			
No	<input checked="" type="checkbox"/>	Go to the next question		
Yes	<input type="checkbox"/>	Complete the table below:		
What and why	How heavy	How far	For how long	How often % working time
E.g. bucket of water, for floor washing	5 kg?	50m (up flight of stairs)	5 mins	1 per day – 2%
<b>5.</b>	Does your job require pushing and/or pulling of items or equipment?			

No	<input type="checkbox"/>	Go to the next question			
Yes	<input checked="" type="checkbox"/>	Complete the table below:			
What and why		How heavy	How far	For how long	How often % working time
Students in wheelchairs		50kg	100m	10 mins	Daily
6.	Does your job require rubbing, scrubbing, digging or similar form of physical effort?				
No	<input checked="" type="checkbox"/>	Go to the next question			
Yes	<input type="checkbox"/>	Which of these, and for what purposes?			
		How long at any one time do you rub and/or scrub, dig or similar?			
		And how often?			
7.	Does your job require working in an awkward position (e.g. crouching, kneeling)?				
No	<input checked="" type="checkbox"/>	Go to the next question			
Yes	<input type="checkbox"/>	Complete the table below:			
Position		Why	For how long	How often % working time	
E.g. Kneeling		To scrub kitchen floor	20-30 mins	1 per day – 10%	
8.	Does your job involve any other form of physical demand?				
Physical demand		Why	For how long	How often % working time	

## Mental Demands

This looks at the degree and frequency of your concentration, alertness and attention to detail required by your job.

<b>1.</b>	Does your job require more than general awareness and sensory (i.e. using eyes, ears, touch or smell) attention, (e.g. more than general attention for watching children at play, word processing text or inputting data)?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Form of sensory attention	Needed for	For how long	How often % working time
E.g. Visual & listening attention	Watching children at play	Average 2 hours	Once a week – 5%
<b>Visual and listening attention</b>	<b>Monitoring student behaviour before/after medication</b>	<b>15 minutes at any one time</b>	<b>Daily Up to 20 times per day</b>
<b>2.</b>	Does your job require more than general mental attention or concentration (e.g. more than general mental attention for repeated manual calculations, drafting a complex report)?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Form of mental concentration	Needed for	For how long	How often % working time
E.g. Totalling and tallying receipts	Balancing cash office accounts	30 mins (if tallies) to 1 hour	Twice per day – 20%
<b>Enhanced mental attention</b>	<b>Checking documents/reports outlining medical needs</b>	<b>30 minutes</b>	<b>Fortnightly</b>
<b>3.</b>	Is your job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?		
No	<input type="checkbox"/>	Go to the next question	

Yes	<input checked="" type="checkbox"/>	Complete the table below:		
Form of work related pressure	Source	For how long	How often % working time	
E.g. Telephone interruptions (e.g. to clerical tasks)	Suppliers, other staff	2-20 mins per call	10-20 times per day	
<b>Regular interruptions</b>	<b>Students</b>	<b>Up to 30 mins</b>	<b>Minimum 30 interruptions per day</b>	
<b>Regular deadlines</b>	<b>Students – administering medication at right time</b>	<b>Up to 20 cases</b>	<b>Daily</b>	
<b>4.</b>	Does your job involve any other form of mental demand?			
No	<input checked="" type="checkbox"/>	Go to the next section – Emotional Demands		
Yes	<input type="checkbox"/>	Complete the table below:		
Mental Demand	Source	For how long	How often % working time	

## Emotional Demands

Emotional demands are those arising from contacts or work with other people. For instance, those who are angry, difficult, upset or unwell; or in circumstances such as to cause stress to the jobholder.

1. Does your job involve contact (in person or by telephone) with people who by their circumstances or behaviour (for example homelessness, mentally ill, terminally ill) cause you emotional stress or upset? People can include the public, service users (including pupils) or other employees of the organisation, but not your immediate work colleagues.



Yes

Please give examples.



No

2. These people – who are they?

Cause of emotional stress or upset

Frequency of stress (daily/monthly/etc.)

Students

Some students have severe medical needs, either physical (diabetes) or mental (sexual health issues). Disclosures must be confidential and can cause emotional demands on postholder. Some students are reliant on postholder.

Daily

3. Does your job involve any other form of emotional demand?

No



Go to the next section – Responsibility for People

Yes



Complete the table below:

Emotional Demand	Why	For how long	How often

## Responsibility for People – Wellbeing

This factor measures any job responsibilities which have a DIRECT (hands on) impact on the well-being of individual, or groups of, people.

<b>1.</b>	Do you undertake any tasks or duties which have a direct impact on people?		
No	<input type="checkbox"/>	Go to the next section – Responsibility for Supervision/Direction/Co-ordination of Employees	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Task / Duty		Who benefits	How people benefit
E.g. Preparing and serving meals		Pupils and staff	Regular nutritious meals maintaining health of pupils and staff
Administering medication for students, advice/guidance on health issues		Students, parents/carers	Access to medication that they require, advice and guidance on health issues
First aid		Students, staff, parents/carers, visitors	First aid support when required
<b>2.</b>	Are any people reliant, i.e. personally dependent, on you for their care and welfare?		
No	<input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/> Complete the table below:
Reliant people (who benefit)		Needs of reliant people (how people benefit)	What done for reliant people (task/duty)
E.g. SEN students		Physical and social support	Food preparation, bathing, and talking to students including assessing their needs and state of health.
Students (mainstream or unit)		Medical support – physical and mental	School holds medication for students to take throughout the day. Postholder is responsible for dispensing. Postholder gives guidance/advice to students.
<b>3.</b>	Do you implement, or enforce (i.e. have formal responsibility for initiating prosecution against failures to comply) any Statutory Regulations which have a direct impact on the health, safety or wellbeing of people?		
No	<input type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/> Complete the table below:
(A) Implement		Who direct impact on	Nature of impact



E.g. Implement food regulations	People eating in public places	Ensuring health of people through maintenance of food hygiene standards
(B) Enforce	Who direct impact on	Nature of impact
<b>Supporting pupils with medical conditions at school</b>	<b>Students</b>	<b>Administering of medication in a responsible and timely fashion.</b>
<b>4.</b>	Do you have other responsibilities, not listed above, which impact on the wellbeing of people? For example development of policies or providing advice, guidance or interpretation of procedures or regulations which impact on the wellbeing of people. (Only include within this answer any responsibility that has as its main focus the wellbeing of people.)	
Responsibility	Nature of Impact	Who impact on
<b>H&amp;S at work</b>	<b>Students, staff, visitors</b>	<b>Work is carried out in a way that is compliant with H&amp;S policies and procedures</b>
<b>5.</b>	Do you have any other responsibilities for people, including health and safety?	
Other responsibilities	Who benefits	How benefit

### Responsibility for Supervision/Direction/Coordination of Employees

This factor measures the DIRECT (hands on) responsibility of the job holder for the supervision, co-ordination or management of employees, or others in an equivalent position.

<b>1.</b> Does your job involve demonstrating your own duties, giving advice and guidance or training other employees?			
No <input type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/> Complete the table below:
Whom (Job Groups)	What (i.e. demonstrating, guiding, training)	How often	
Teaching staff	Providing advice and guidance on medical/health needs of students in their care	Weekly	
<b>2.</b> Does your job directly involve the supervision, co-ordination or management of employees or others in an equivalent position?			
No <input checked="" type="checkbox"/>	Go to the next section – Responsibility for Financial Resources		
Yes <input type="checkbox"/>	List below the employees/supervised/co-ordinated/managed, their job group and types of work and enter appropriate responsibility and location codes.		
Responsibility Codes:	<b>1</b> = Regular instructions <b>2</b> = Regular checking work <b>3</b> = Regular allocation of work <b>4</b> = Organisation of work <b>5</b> = Evaluation and appraisal of work	<b>6</b> = Evaluation of working methods <b>7</b> = Employee development <b>8</b> = Recruitment <b>9</b> = Discipline <b>10</b> = Co-ordination and management (the work of staff may be co-ordinated or managed through others' direct supervision)	
Location Codes:	S = Same workplace as self Number = number of other workplaces e.g. 1 = 1x other, 10 = 10x others.		
Employees supervised etc., No's, Job Groups	Type of work	Type of Responsibility Code	Location Code
E.g. 4 Finance Assistants 1 Secretary/Clerical	Order processing Typing and WP operating	1,2,3,4,5,6,8,9 2,5	S S

3.	Do you have other responsibilities not listed above, which impact on staff even though there is no direct managerial or supervisory relationship?	
Responsibility	Nature of Impact	Employees affected – give numbers and job group where relevant
E.g. Giving legal advice on employee discipline and employment tribunal cases	Effects individual managers and overall management	Staff and managers throughout Trust

## Responsibility for Financial Resources

This factor measures the DIRECT (hands on) responsibility of the jobholder for financial resources, including budgets, accounting for expenditure or the administration of invoices etc.

<b>1.</b> Are you directly responsible for financial resources?			
No <input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>	Complete the table below:
Financial responsibility	Value	Nature of impact	How often
Handling cash			
Security of cash and other financial resource			
Handling of cheques, invoices, other financial transaction documents			
Accounting for receipts or expenditures			
Authorising expenditures			
Budget setting			
Budget monitoring			
Long term financial planning			
Income collection or generation			
Other, please specify			
<b>2.</b> Do you have any other responsibilities that focus on the authority's financial policies or well-being? For example, for developing financial policies and procedures or for providing advice, guidance or interpretation of policies or procedures. (Only include within this answer a responsibility which has as its main focus the authority's financial policies or wellbeing)			
No <input type="checkbox"/>	Go to the next section – Responsibility for Physical Resources	Yes <input type="checkbox"/>	Please specify below:
Responsibility	Nature of Impact		

## Responsibility for Physical and Information Resources

This factor measures the DIRECT (hands on) responsibility of the jobholder for physical resources, including information systems, equipment or tools, buildings, supplies or stocks, and personal possessions of others.

<b>1.</b>	Are you responsible for any manual or computer information?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input type="checkbox"/>	Complete the table below	
Information for which responsible		Nature of responsibility	How often
E.g. Computerised personnel (50 fields) and sickness absence records for 1000 employees		Input accurately data on computer, undertake pre-set analyses, maintain confidentiality and security	Daily
<b>Updating and securing student records. Storing medical records, reports, student behaviour plans and assessments</b>		<b>Ensure they are up to date, secure and confidential</b>	<b>Daily</b>
<b>2.</b>	Do you adapt, design or develop any information systems?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Information system (type & size)		How adapt/design	How often
E.g. Departmental accounts system with 500 cost centres and 100 cost codes		Draw up specification for information to be held and analysis requirements for programmer to execute	Once a year
<b>Developing systems to record drug dispensary</b>		<b>Use of Microsoft Word</b>	<b>As and when required</b>
<b>3.</b>	Do you use any office or other equipment, tools or instruments, or vehicles, plant and machinery?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Equipment etc. used		Nature of use and responsibility	How often
E.g. Mower, rotovator and hedgecutter (£1500) Garden tools and wheelbarrow (£500)		Use and general cleaning and greasing as necessary Use and general cleaning	Daily
<b>Gastrostomy equipment – ordered through NHS</b>		<b>Ensure the equipment is in date, maintained and securely locked away.</b>	<b>Daily</b>
<b>4.</b>	Are you responsible for the cleaning, maintenance or repair of buildings, external creations or equivalent?		
No	<input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/> Complete the table below:

Building / Location		Nature of responsibility	How often
E.g. School site		Inspection of cleaning	Daily
<b>5.</b>	Are you responsible for the adaptation, development or design of land, buildings, other construction works or equivalent?		
No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>
			Complete the table below:
Land / Building etc.		Nature of responsibility	How often
E.g. Gardens – 1 acre		Landscaping of borders	Twice per year
<b>6.</b>	Are you responsible for the security of any buildings, external locations or equivalent?		
No <input type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/>
			Complete the table below:
Building / External Location		Nature of responsibility	How often
E.g. 15 multipurpose inside and outside sports centres (£15m)		Draw up, and ensure compliance with security policy for the centres, their contents and users	Daily on an ongoing basis
<b>Responsible for security of medication store</b>		<b>Ensure it is secure, locked, in line with established policies</b>	<b>Daily</b>
<b>7.</b>	Do you order or control the stock of any equipment or supplied?		
No <input type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/>
			Complete the table below:
Equipment/supplies ordered or controlled		Value	How often
E.g. Ordering and stock control or departmental stationery from central supplies		£15000 pa	Monthly order
<b>First aid supplies</b>		<b>Up to £1000 pa</b>	<b>Annually</b>
<b>8.</b>	Are you responsible for any personal possessions of others?		
No <input type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/>
			Complete the table below:
Personal possessions		Nature of responsibility	How often

<b>Medication for students</b>		<b>Maintain, safely secured, ensure in date, dispensed as required</b>	<b>Daily</b>
<b>9.</b>	Are you responsible for the planning of purchasing and the development of physical resources?		
No <input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>	Complete the table below:
Physical resources	Planning responsibility		How often
E.g. Food for schools	Securing most economical purchase of food to appropriate quality standards in accordance with procurement procedures		Continuously
<b>10.</b>	Do you have any other form of responsibility for physical resources, for example, developing policies or procedures in relation to physical resources, or providing advice, guidance or interpretation of policies and procedures?		
No <input checked="" type="checkbox"/>	Go to the next section – Working Conditions	Yes <input type="checkbox"/>	Complete the table below:
What	Nature of responsibility		How often

## Working Conditions

This factor measures any exposure to unpleasant working conditions, for example dirt, dust, heat and cold.

**1.** What kind of places do you normally work in? (e.g. office, clients' homes, public library, council parks and gardens, vehicle). Give approximate % of time.

Places of work	% of Time
<b>Office/classroom environment</b>	<b>90%</b>
<b>Home visits with school nurse</b>	<b>10%</b>

**2.** If you work outside, are you required to do so in all weather conditions?

Yes <input type="checkbox"/>	Go to the next question		
No <input checked="" type="checkbox"/>	When are you not required to work outdoors?		

**3.** Do you experience any unpleasant environmental working conditions? (e.g. dust, dirt, temperature extremes and variations, humidity, noise, vibration, fumes, smells, steam, smoke, grease, oil, confined spaces, cramped conditions)?

No <input type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/>	Compete the table below:
Environmental working condition	Nature	How long at any one time	How often - % working time	
E.g. Noise	Children shouting in a playground	½ hour	Approx 15%	
<b>Smells</b> <b>Blood</b>	<b>Vomit, gastrostomy</b> <b>Nosebleeds</b>	<b>15 mins</b> <b>15 mins</b>	<b>Rare – 2-3 times per year</b> <b>Could be weekly</b>	

**4.** Do you experience any verbal abuse, aggression or other anti-social behaviour from people (other than your immediate work colleagues)?

No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>	Compete the table below:
Nature and source of abuse/aggression	How long at any one time	How often - % working time		
E.g. Swearing from angry parents or members of the public		5 per day – less than 5%		

**5.** Do you encounter any hazards in your job?

No <input type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/>	Compete the table below:
Hazard	How long at any one time	How often - % working time		
E.g. Being cut when cleaning lawn mower blades	10 minutes	Once a day – 1-2%		



<b>Needles when administering medication</b>		<b>10 mins at a time</b>	<b>Daily</b>
<b>Sharp glass</b>		<b>10 mins at a time</b>	<b>Daily</b>
<b>6. Do you encounter any other disagreeable or unpleasant working conditions in your job?</b>			
No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>
			Complete the table below:
<b>What and Nature</b>		<b>How long at any one time</b>	<b>How often - % working time</b>
<b>7. Do you wear any form of protective clothing to carry out your job?</b>			
No <input type="checkbox"/>	Questionnaire Complete		Yes <input checked="" type="checkbox"/>
			Complete the table below:
<b>What</b>	<b>Why</b>	<b>How long at any one time</b>	<b>How often - % working time</b>
<b>Apron</b> <b>Gloves</b>	<b>Medical attention</b> <b>Medical attention</b>	<b>Up to 20 mins at a time</b>	<b>60% of working time</b>

<b>Authorisation</b>			
I consider that this questionnaire is a fair and accurate statement of the requirements of the job.			
<b>Employee Sign* &amp; Print Name</b>		<b>Date*</b>	
<b>Line Manager Sign* &amp; Print Name</b>		<b>Date*</b>	